

LS New Staff Induction Policy

Policy

Living School's focus is on supporting teachers to give their best in a positive and thriving community of co-learners.

Living School adheres to all NESAs requirements regarding beginning teachers gaining accreditation and teachers maintaining accreditation (Proficient and higher levels).

Procedures

On the acceptance of an offer to teach at Living School, new teachers meet with the Conductor (school Principal) and/or his/her delegate for the orientation of their induction program. (See New Employee Induction Pack).

The Conductor presents the new staff member with the Staff Handbook and the Teacher Professional Development Manual.

Any new staff member must be accredited with NESAs (see 3.B.7 New Staff Employment policy) and he or she is responsible for updating their eTAMS account to register with Living School. If a Beginning Teacher, they are provided with relevant information and a supervisor to support them through the accreditation at Proficient Teacher level process.

Buddy Support

Every newly appointed teacher is assigned a "buddy", a staff member responsible for mentoring them in their new role. This may be the other Stage teacher or Curriculum Development Coordinator. As Living School is initially a very small school, all staff are expected to cordially welcome and support any new staff member. The Buddy will be responsible for orientation of the new staff member, showing the staff member around the school, familiarising the member with bathrooms, resources, classrooms, fellow members of staff.

Meetings

Four fortnightly meetings are scheduled for any new teacher with the Conductor and/or his/her delegate. Any new staff is expected to meet with their supervisor and/or Conductor over their first term at the School.

The four teacher meetings are outlined:

1. Welfare – the teacher will be talked through the School's Welfare policies and procedures. The teacher will be given links to the school's online versions of any documentation, and will be asked to sign off that they have read the information. This includes Child Protection

Legislation and mandatory reporting, the school Child Protection Policy, Staff Code of Conduct, as well as commitment to annual Child Protection professional development. This will be held at the beginning of each school year.

2. Administration – the teacher will be talked through the administration and communication systems of the school. The teacher will be given links to the School’s online versions of any documentation, and will be asked to sign off that they have read the information. All staff will have access to their own email, Google Suite (Shared Drive).
3. Communication – the teacher will be taken through the communication systems in place.
4. Resources and budgets – the teacher will be taken through the resources, the archives, the facilities available.

After the first term, the Conductor and/or Curriculum Development Coordinator will observe lessons (see NESA teacher observation template) and provide feedback. If the staff member feels there is professional development required, the Conductor will support the staff member in gaining access to course/s agreed upon.

After six months, all new staff members will be interviewed by the Conductor and/or his/her delegate to discuss progress.

Online Resources

The school has worked hard to develop a comprehensive staff handbook and place all policies and procedures on the network for easy access. It is a staff member’s responsibility to review these documents.